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ABSTRACT

These Title I Special Reading Classes were designed to improve classroom performance in reading for those students significantly below grade level as measured by the Science Research Associates Reading Test. Various methods of organization and instruction were used depending upon the individual needs of the students. The maximum number of students per class was fifteen, and this made possible more individualized instruction. A teacher's aide worked with the special reading teachers, doing the clerical work, preparing materials, operating equipment, and helping to supervise individual and group work. Some of the special materials used in addition to basic readers were ungraded, programmed, printed reading labs and phonics materials. The special reading classes were held each day in addition to any other reading classes. Special Education students were all tested with either the Stanford Binet or the Wechsler Test. Their IQ's were all within the 56 to 80 range. The general objective of the program for the mentally retarded was to develop more closely the students' level of achievement to the level of their mental abilities. The small classes, along with special materials and a teacher with some special training in the field, brought about some success with the majority of pupils. (WR)

ED 085663

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1972

TITLE I ESEA

EVALUATION REPORT

Shelby County Board of Education
Columbiana, Alabama

Elvin Hill
Superintendent

CS 000 458

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SUMMARY REPORT OF TITLE I PROJECT, ESEA, P. L. 89-10

1971-72

Shelby County Board of Education Phone: 669-2491

P.O. Drawer 1007

Columbiana, Alabama 35051

Special Reading and Special Education for the Disadvantaged Pupils in Shelby County

Cost: $359,697.00

Number of Participants: 1,710

Grade Levels Included: 1-12

The Title I Special Reading Classes were designed to improve classroom performances in reading for those students significantly below grade level in Shelby County Schools as measured by the SRA Pre and Post Reading Test. Specific objectives included the improvement of silent and oral reading comprehension and vocabulary and increased pupil interest in reading.

The beginning first graders who were identified as immature and not ready for the reading program were placed in a readiness program.

Various methods of organization and instruction were used depending upon the individual needs of the students. The average number of students per class was 15, and this made possible more individualized instruction.

A teacher's aid worked with the Special Reading Teachers doing the clerical work, preparing materials, operating equipment, and helping to supervise individual and group work.

Some of the special materials used in addition to basic readers, were ungraded, programmed, printed reading labs, and phonics materials for overhead projection. The special reading classes were held each day in addition to any other regular reading class.

The Special Education students were all tested with either the Stanford-Binet or Wechsler Test by persons qualified to give individual psychological tests. Their IQ's were all within the 56 to 80 range, and the majority of them were both economically and educationally deprived.

The general objective of the program for the mentally retarded was to develop more closely their level of achievement to the level of their mental ability through teacher observation, teacher-made tests, anecdotal records, checklists of personality traits and work habits, personal data, and attendance records.

The maximum number in the classes was held to 15, and this, along with special materials and equipment, and a teacher with some special training in the field, brought about some success with the majority of the pupils.

The four in-service work shops during the year for the Title I Special Teachers were also very helpful to the program.

SYSTEM Shelby County

I. PROJECT PARTICIPATION

Number of children who actually participated in approved projects (Each child should be counted only once even though he may have participated in more than one project or service)

Grade	Public School Children	Private School Children	Not enrolled in any school (Kindergarten age, Dropouts, etc.)	Total Columns 2,3, & 4
(1)	(2)	(3)	(4)	(5)
Kindergarten				
1	139		3	142
2	227		14	241
3	162		8	170
4	137		4	141
5	220		3	223
6	235		5	240
7	120		5	125
8	134		12	146
9	110		16	126
10	33		11	44
11	12		4	16
12	0		0	0
Special Education	96		0	96
Ungraded Secondary				
TOTAL	1,625		85	1,710

SYSTEM Shelby County

II. PROJECT PARTICIPATION BY PROGRAM AND SERVICES

Indicate the number of pupils for whom specific educational opportunities or services were provided within Title I projects. (Any one pupil may be counted more than once if he participated in more than one type of program or service.)

No. of pupils participating.	Curricular and Instructional Programs
	1. Art
	2. Business Education
1614	3. Reading
	4. English - Language Arts
	5. Foreign Language
	6. Industrial Arts
	7. Mathematics
	8. Music
	9. Natural Science
	10. Physical Education
	11. Social Science
	12. Vocational - Specify _____
	13. Instruction for Handicapped
	14. Pre-school
96	15. Other (Specify) Special Education

No. of pupils participating	Extra-curricular Programs
	1. Community or Field Trip Experiences
	2. Camping Experiences
	3. Recreational Programs
	4. Before School Study Facilities
	5. After School Study Facilities
	6. Other - Specify

No. of Pupils Participating	Services
	1. Psychological
	2. Social Work
	3. Guidance
	4. Health
	a. Medical
	b. Dental
	5. Food
	6. Attendance
	7. Transportation
	8. Tutorial
	9. Library
1614	10. Aide
	11. Services for handicapped

No. of Pupils Participating	Special Programs
	1. For Migrant Children
	2. For Dropouts
	3. Work Experience
	4. For non-English speaking pupils
	5. For bi-lingual speaking pupils
	6. For parents (Indicate No. participating)

SYSTEM Shelby County

III. NUMBER OF POSITIONS PROVIDED UNDER TITLE I

Report unduplicated count of full-time and part-time staff members engaged in this Title I project and paid (either salary or under contractual agreement) from project funds.

Teaching Positions	Number Full Time	Number Half Time	Certificated (College Degree)	Certificated (No Degree)
1. Teacher, Kindergarten				
2. Teacher, Reading	15		15	
3. Teacher, Language Development				
4. Teacher, Speech				
5. Teacher, Mathematics				
6. Teacher, Science				
7. Teacher, Social Science				
8. Teacher, for Handicapped				
9. Teacher, Music				
10. Teacher, Art				
11. Teacher, Phys. Education				
12. Other teaching assignments not listed (specify)				
Special Education	7		7	
Other Positions				
1. Tutor				
2. Teacher Aide	15			
3. Librarian				
4. Supervisor/Administrator	1		1	
5. Guidance Counselor				
6. Psychologist				
7. Testing Assignment				
8. Social Work/Attendance				
9. Dentist				
10. Physician				
11. Nurse				
12. Clerical Position	2			
Other positions (specify)				
Delivery & Maintenance	1			
TOTALS	41		23	

Shelby County

SUMMARY OF REPORT ON TEACHERS

SUBJECT TAUGHT	15	Reading Teachers
	7	Special Ed Teachers
MAJOR FIELD OF TRAINING	12	Elementary Education
	8	Secondary Education
	2	Special Education
NUMBER OF CLASSES PER DAY	95	Reading classes
	7	Self-contained All-day classes
AVERAGE NUMBER OF PUPILS PER CLASS	15	Reading classes
	13	Special Education classes

Shelby County

SUMMARY OF REPORT ON TEACHER-AIDES

Number of years experience

2	None
6	One year
3	Two years
1	Three years
2	Four years
1	Five years

Education Background

None	Less than 12 years
11	High School Graduate
3	Less than 4 years of college
1	College degree

SYSTEM Shelby County

Special Report on Teachers and Aides

Teachers

1. Subject Taught Special Reading
2. Major Field of Training Elementary Education
3. Number of Classes Per Day 7
4. Average Number of Pupils Per Class 18

Aides

1. Number of Years Experience 1
2. Educational Background
   a. Less than 12 years
   b. High School Graduate X
   c. Less than 4 years of college
   d. College degree
   e. Masters degree

SYSTEM Shelby County

Special Report on Teachers and Aides

Teachers

1. Subject Taught Special Reading
2. Major Field of Training Elementary Education
3. Number of Classes Per Day 6
4. Average Number of Pupils Per Class 14

Aides

1. Number of Years Experience 1
2. Educational Background
   a. Less than 12 years
   b. High School Graduate x
   c. Less than 4 years of college
   d. College degree
   e. Masters degree

SYSTEM Shelby County

Special Report on Teachers and Aides

Teachers

1. Subject Taught Special Reading
2. Major Field of Training English
3. Number of Classes Per Day 6
4. Average Number of Pupils Per Class 10

Aides

1. Number of Years Experience 2
2. Educational Background
   a. Less than 12 years
   b. High School Graduate
   c. Less than 4 years of college X
   d. College degree
   e. Masters degree

SYSTEM Shelby County

Special Report on Teachers and Aides

Teachers

1. Subject Taught Special Reading
2. Major Field of Training Elementary Education
3. Number of Classes Per Day 7
4. Average Number of Pupils Per Class 15

Aides

1. Number of Years Experience 1
2. Educational Background
   a. Less than 12 years
   b. High School Graduate x
   c. Less than 4 years of college
   d. College degree
   e. Masters degree

SYSTEM Shelby County

Special Report on Teachers and Aides

Teachers

1. Subject Taught Special Reading
2. Major Field of Training Elementary Education
3. Number of Classes Per Day 7
4. Average Number of Pupils Per Class 15

Aides

1. Number of Years Experience 4
2. Educational Background
   a. Less than 12 years
   b. High School Graduate X
   c. Less than 4 years of college
   d. College degree
   e. Masters degree

SYSTEM Shelby County

Special Report on Teachers and Aides

Teachers

1. Subject Taught Special Reading
2. Major Field of Training Elementary Education
3. Number of Classes Per Day 6
4. Average Number of Pupils Per Class 14

Aides

1. Number of Years Experience 1
2. Educational Background
   a. Less than 12 years
   b. High School Graduate X
   c. Less than 4 years of college
   d. College degree
   e. Masters degree

SYSTEM Shelby County

Special Report on Teachers and Aides

Teachers

1. Subject Taught Special Education
2. Major Field of Training Elementary Education
3. Number of Classes Per Day 1
4. Average Number of Pupils Per Class 13

Aides

1. Number of Years Experience _____
2. Educational Background
   a. Less than 12 years _____
   b. High School Graduate _____
   c. Less than 4 years of college _____
   d. College degree _____
   e. Masters degree _____

SYSTEM Shelby County

Special Report on Teachers and Aides

Teachers

1. Subject Taught Special Reading
2. Major Field of Training English
3. Number of Classes Per Day 5
4. Average Number of Pupils Per Class 17

Aides

1. Number of Years Experience 4
2. Educational Background
   a. Less than 12 years
   b. High School Graduate X
   c. Less than 4 years of college
   d. College degree
   e. Masters degree

SYSTEM Shelby County

Special Report on Teachers and Aides

Teachers

1. Subject Taught Special Reading
2. Major Field of Training English
3. Number of Classes Per Day 6
4. Average Number of Pupils Per Class 18

Aides

1. Number of Years Experience 2
2. Educational Background
   a. Less than 12 years
   b. High School Graduate X
   c. Less than 4 years of college
   d. College degree
   e. Masters degree

SYSTEM Shelby County

Special Report on Teachers and Aides

Teachers

1. Subject Taught Special Education
2. Major Field of Training Special Education
3. Number of Classes Per Day 1
4. Average Number of Pupils Per Class 11

Aides

1. Number of Years Experience
2. Educational Background
   a. Less than 12 years
   b. High School Graduate
   c. Less than 4 years of college
   d. College degree
   e. Masters degree

SYSTEM Shelby County

Special Report on Teachers and Aides

Teachers

1. Subject Taught Special Education
2. Major Field of Training English
3. Number of Classes Per Day 1
4. Average Number of Pupils Per Class 11

Aides

1. Number of Years Experience
2. Educational Background
   a. Less than 12 years
   b. High School Graduate
   c. Less than 4 years of college
   d. College degree
   e. Masters degree

SYSTEM Shelby County

Special Report on Teachers and Aides

Teachers

1. Subject Taught Special Reading
2. Major Field of Training Secondary Education (Have taken Special Reading Courses)
3. Number of Classes Per Day 7
4. Average Number of Pupils Per Class 14

Aides

1. Number of Years Experience 5
2. Educational Background
   a. Less than 12 years
   b. High School Graduate X
   c. Less than 4 years of college
   d. College degree
   e. Masters degree

SYSTEM Shelby County

Special Report on Teachers and Aides

Teachers

1. Subject Taught Special Education
2. Major Field of Training Elementary Education
3. Number of Classes Per Day 1
4. Average Number of Pupils Per Class 14

Aides

1. Number of Years Experience _____
2. Educational Background
   a. Less than 12 years _____
   b. High School Graduate _____
   c. Less than 4 years of college _____
   d. College degree _____
   e. Masters degree _____

SYSTEM Shelby County

Special Report on Teachers and Aides

Teachers

1. Subject Taught Special Reading
2. Major Field of Training Elementary Education
3. Number of Classes Per Day 7
4. Average Number of Pupils Per Class 14

Aides

1. Number of Years Experience 2
2. Educational Background
   a. Less than 12 years
   b. High School Graduate X
   c. Less than 4 years of college
   d. College degree
   e. Masters degree

SYSTEM Shelby County

Special Report on Teachers and Aides

Teachers

1. Subject Taught Special Reading
2. Major Field of Training English
3. Number of Classes Per Day 5
4. Average Number of Pupils Per Class 13

Aides

1. Number of Years Experience 2
2. Educational Background
   a. Less than 12 years
   b. High School Graduate
   c. Less than 4 years of college
   d. College degree X
   e. Masters degree

SYSTEM Shelby County

Special Report on Teachers and Aides

Teachers

1. Subject Taught Special Education
2. Major Field of Training Special Education
3. Number of Classes Per Day 1
4. Average Number of Pupils Per Class 14

Aides

1. Number of Years Experience
2. Educational Background
   a. Less than 12 years
   b. High School Graduate
   c. Less than 4 years of college
   d. College degree
   e. Masters degree

SYSTEM Shelby County

Special Report on Teachers and Aides

Teachers

1. Subject Taught Special Reading
2. Major Field of Training Elementary Education
3. Number of Classes Per Day 7
4. Average Number of Pupils Per Class 14

Aides

1. Number of Years Experience 1
2. Educational Background
   a. Less than 12 years
   b. High School Graduate X
   c. Less than 4 years of college
   d. College degree
   e. Masters degree

SYSTEM Shelby County

Special Report on Teachers and Aides

Teachers

1. Subject Taught Special Education
2. Major Field of Training Elementary Education
3. Number of Classes Per Day 1
4. Average Number of Pupils Per Class 15

Aides

1. Number of Years Experience _____
2. Educational Background
   a. Less than 12 years _____
   b. High School Graduate _____
   c. Less than 4 years of college _____
   d. College degree _____
   e. Masters degree _____

SYSTEM Shelby County

Special Report on Teachers and Aides

Teachers

1. Subject/Taught Special Reading
2. Major Field of Training Elementary Education
3. Number of Classes Per Day 7
4. Average Number of Pupils Per Class 19

Aides

1. Number of Years Experience 1
2. Educational Background
   a. Less than 12 years
   b. High School Graduate
   c. Less than 4 years of college X
   d. College degree
   e. Masters degree

SYSTEM Shelby County

Special Report on Teachers and Aides

Teachers

1. Subject Taught Special Education
2. Major Field of Training English
3. Number of Classes Per Day 1
4. Average Number of Pupils Per Class 15

Aides

1. Number of Years Experience
2. Educational Background
   a. Less than 12 years
   b. High School Graduate
   c. Less than 4 years of college
   d. College degree
   e. Masters degree

SYSTEM Shelby County

Special Report on Teachers and Aides

Teachers

1. Subject Taught Special Reading
2. Major Field of Training Elementary Education
3. Number of Classes Per Day 5
4. Average Number of Pupils Per Class 15

Aides

1. Number of Years Experience 1
2. Educational Background
   a. Less than 12 years
   b. High School Graduate
   c. Less than 4 years of college X
   d. College degree
   e. Masters degree

SYSTEM Shelby County

Special Report on Teachers and Aides

Teachers

1. Subject Taught Special Reading
2. Major Field of Training (Have taken Special Education Reading Courses)
3. Number of Classes Per Day 7
4. Average Number of Pupils Per Class 23

Aides

1. Number of Years Experience 3
2. Educational Background
   a. Less than 12 years
   b. High School Graduate X
   c. Less than 4 years of college
   d. College degree
   e. Masters degree

SYSTEM Shelby County

V. DISSEMINATION OF PROJECT INFORMATION AND DATA

Check all of the applicable techniques listed below which are used to disseminate information to your community concerning your Title I activities. Enclose available samples of pictures, news articles, newsletters or publications when submitting your report.

a. _x_ News releases and feature stories in the press

b. ____ Presentation of information and data via radio

c. ____ Special radio coverage of the project

d. ____ Presentation of information and data on television

e. ____ Special television coverage of the project

f. _x_ Newsletters to staff members

g. _x_ Presentation of information and data in staff meetings

h. _x_ PTA meetings

i. _x_ Presentation of information and data in public meetings and community groups

j. ____ Brochures or pamphlets

k. ____ Conducted tours

l. _x_ Open house

m. ____ Publications for professional journals (for example, AEA or NEA magazines)

n. ____ Publications for local community distribution

o. _x_ Descriptive reports sent to other schools in the state

p. _x_ Descriptive reports sent to Superintendent of Public Instruction

q. _x_ In-service training (workshops, seminars, etc.) conducted for Title I staff and non-Title I staff

r. _x_ Copies of evaluation report
   - _x_ (1) To professional staff
   - _x_ (2) To principals of Title I schools
   - _x_ (3) To advisory council
   - _x_ (4) Other --Other school systems

s. ____ Other(Specify)

SYSTEM Shelby County

VI. MAJOR PROBLEM AREAS

A. If you encountered any problems in initiating and implementing the Title I project, check as many items below as apply

__X__ Limitations imposed by Federal and State regulations and guidelines

_____ Negative reaction in the community to Federal funds

_____ Identification of pupil needs

__XX__ Designing of projects to meet pupil needs

_____ Inadequate planning time

_____ Cooperation with OEO-CAA

_____ Cooperation with private and non-public schools

_____ Completion of project applications

_____ Excessive paper work

_____ Inability to obtain qualified staff

If you were unable to obtain qualified staff, indicate the number and the type(s) of personnel unobtainable

_____ Pre-service and/or in-service training of staff

_____ Shortage of administrative staff to plan and supervise the project

_____ Lack of school facilities or space for carrying out the project

_____ Inability to secure equipment, materials and supplies in time

_____ Delay between submission and approval of project

_____ Delay of announcement of allocation amounts

_____ Delay in financial payments

_____ Inadequate Title I funds

_____ Fiscal accounting procedures

__X__ Lack of appropriate evaluation devices

_____ Other (specify)

_____ No problems encountered in initiating and implementing this Title I project

B. List suggestions or recommendations that may alleviate any or all of the major problems checked. (Insert additional page if needed)

Have more in-service meetings to discuss student needs

SYSTEM Shelby County

VII. INTERRELATIONSHIP OF TITLE I WITH OTHER FEDERAL AND STATE PROGRAMS

A. If funds or services from other ESEA Titles or from other local, State or Federal programs or agencies were used in cooperation with the Title I funds, check as as many of the sources of supplementary assistance to this Title I project is apply.

- X ESEA Title II
- _____ ESEA Title III
- _____ ESEA Title IV
- _____ ESEA Title V
- _____ ESEA Title VI-A
- X Education Profession Development Act
- _____ U.S. Department of Agriculture Food Program
- _____ Head Start - OEO - Community Action Agency
- _____ Neighborhood Youth Corps - OEO - Community Action Agency
- X NDEA Title III
- _____ NDEA Title V-a
- X Vocational Education Act of 1963
- _____ George Barden Act
- _____ Smith Hughes Act
- _____ Job Corps
- _____ State Social and Welfare Agencies
- _____ Federal Social and Welfare Agencies
- _____ Medical Aid to Indigent Families
- _____ Other (specify)_____

B. For each item checked above, describe briefly how Title I activities were being supplemented by the program or agency. (Insert additional page if needed).

ESEA Title II - provided resources for Title I Activities.

EPDa - Trainee teachers - made possible more up-to-date trained Teachers to select from in recruiting new teachers.

NDEA Title III - materials and equipment purchased that can be used in Title I project.

Vocational Educational personnel worked jointly with Title I staff in the improvement of reading skills.

SYSTEM Shelby County

VIII. NON-PUBLIC SCHOOL PARTICIPATION

A. Did non-public schools participate in Title I? Yes _____ No _x_

B. If private school children participated in your Title I project check types of project

_____ 1. During regular school year
_____ 2. During regular school year and summer
_____ 3. Summer
_____ 4. On non-public school grounds
_____ 5. On public school grounds
_____ Other (specify)

_____

_____

IX. GENERAL EVALUATION OF THE PROJECT

Check the one statement that most appropriately describes the overall evaluation of the impact of this project

_x_ 1. The project activities and services were designed to meet the educational needs of educationally deprived children, and were successful

_____ 2. The project was successful, but the limited Title I funds available did not adequately fund the project

_____ 3. The project had very little impact on raising the level of educational attainment of educationally deprived children participating in the program.

_____ 4. The project activities and services were not appropriate and are in need of revision

_____ 5. The project activities and services helped all the children rather than focusing on educationally deprived children

If you checked number 3 or 4, write a brief explanation on an attached page.

SYSTEM Shelby County

X. STAFF DEVELOPMENT (USE OF TITLE I FUNDS FOR IN-SERVICE TRAINING OF TITLE I PERSONNEL)

REGULAR SESSION

	No. Teachers	Other Educators	Teacher Aides	Cost
*1. Attended College Classes	1			$293.00
*2. Attended Local Classes (57) For College Credit				
3. Workshops Of Five (5) Or More Hours	15	2	15	$960.00
4. Short Term Instruction				
5. Visits To Other Programs and Activities				
6. Special Teacher Aide Instruction				

* If stipends were paid for college classes, specify area of study _____.

SUMMER SESSION

	No. Teachers	Other Educators	Teacher Aides	Cost
1. Attended College Classes				
2. Attended Local Classes (59) For College Credit				
3. Workshops Of Five (5) Or More Hours				
4. Short Term Instruction	72			$1,290.00
5. Visits To Other Divisions And Activities				
6. Special Teacher Aide Instruction				

If stipends were paid for college classes, specify area of study _____.

SYSTEM Shelby County

XI. MAJOR SUBJECTS OR SERVICES IN WHICH TRAINING WAS RECEIVED

Subject or Area of Service	Number Teachers and Other Educators Regular Session	Summer Session
Guidance		
Art		
Reading and Language Arts	15	72
Kindergarten		
Mathematics		
Elementary and Secondary Education		
Special Education for Handicapped	7	
Speech Therapy		
Health Services		
School Social Work		
Attendance Services		
Library Services		
Music		
Physical Education and Recreation		
Social Studies and Science		
Natural Science		

SYSTEM Shelby County

XII. NARRATIVE EVALUATION DATA

Briefly describe how the State Department of Education in general, and the ESEA Title I staff more specifically, can serve you better to

A. - design Title I projects;

Hold workshops that would involve not only administrative staff, but also teaching staff so that ideas may be shared.

B. - implement Title I projects;

C. - evaluate Title I projects;

Continue workshops on evaluation

D. - disseminate Title I information.

Special Reading Program — Shelby County

Shelby County Board of Education

Verner Davis, Title I Co-ordinator
Shelby County Board of Education
Columbiana, Alabama 35051

Telephone: 205-669-2491

The general behavioral objective for the special reading program was to improve those 1,605 students' ability to read whose pre-test scores on the SRA Reading Test indicated that they were reading significantly below grade level. Specific objectives included:

1. To improve the silent and oral reading comprehension and vocabulary by an average of one school year per student as measured by the SRA pre and post reading test.
2. To increase pupils' interest in reading through offering more interest-oriented books. Library records, check lists and interest inventories will be used to evaluate this part of the objective.

The reading classes were kept small, ranging from 10 to 20 students per class, in order to incorporate more individualized instruction. Participation was encouraged through having the pupils help plan the activities for some of the class time. Working with small informal groups produced favorable results as well as individual instruction and independent study.

The atmosphere of the classroom was kept informal, as friendly and interesting as possible, trying to give each student a sense of belonging, freedom, and self-discipline. Opportunities were given for sharing experiences and ideas to broaden the interest of the participants, and to encourage them to set their own goals of progress.

The flexibility in the arrangement of the classroom enhanced learning in that it provided for small group, large group, or individual work. The equipment, in many ways, resembled laboratories with which many students related to great intelligence and scientists, therefore, the term "reading lab" had more meaning to them than "special reading classroom". They were pleased to be able to learn to use the machines and materials available to them. It boosted their ego to compare their "reading lab" with their regular reading classroom. The "mini library", "library corner", or "reading center", found in all the special classrooms, was another method of motivation. Free time was given for the pupils to browse through the books, read silently, and check out any they wanted to read. Participants were rewarded for progress or accomplishment in any area (getting along with others, improvement in their manners, reading skills, sharing time, chore time, etc.) by being allowed to act as librarians for the period. They competed for this honor and learned much about responsibility and leadership through having had the experience. The teachers found ways to see that each child was successful in some way to encourage the improvement of their self-image.

In working with the older students in particular, it was found to be advantageous in the orientation period to seek out their individual hobbies and interests. Thus, finding reading materials to fit their interest would automatically cause motivation to be more intrinsic. A boy in one of the schools was highly stimulated by reading materials on adventure, particularly stories concerning motorbikes and motorcycles. At the time he was preparing to take his driver's test to become a licensed driver, he brought the

"Driver's Manual" to class with him for help in studying. He came back after school and even during his study hall time for additional help in reading the various rules and road signs. Upon being tested, he passed, and indeed, did very well. His mother called the school to thank them for the special help and for helping to keep her son interested in school.

Supplementary materials and equipment, in addition to basic reading books and books for reading pleasure, were used in the program. These were used for a sequential study on word attack, comprehension, word meanings, listening, oral and silent reading skills, as well as to stimulate and enrich the pupils' experiences. The following list includes some of the most-used equipment and materials:

Systems 80 and Reading Achievement Units

SRA Reading Labs

Hoffman Instructional Reading Program

Language Master-Used to check visual and audio perceptions and pronunciation

Economy Company's Sounds and Stories Tapes

SRA Learning Experience series

SRA Distar I and II

SRA Saletlite Readers

Responsive Environments Corporation's Library books (highly interest-oriented)

Study Scope

The Alpha One Reading Program

Flash Cards and Posters for the alphabet, vowel-links, consonants, homonyms, and synonyms

Flip charts for vowels, blends, etc.

E.D.L. Controlled Reading Machine

Word Dictionary Charts

Our Children's Heritage Filmstrip Series

Read as you Listen Volume Stories (9 volumes)

Programmed Grammar

Our Daily Words (spelling tapes)

You and Your World Newspaper

Phonetic Keys to Reading

Phonic's in a Nutshell

SRA Word Games

Classroom "Mini-Library"

Study Carrels

Special techniques and devices used to stimulate participants revolved around the students' discretion in selecting reading materials and subject matter in which they were interested. In many cases, they were included in planning sessions for role-playing and creative writing. The tape recorder served as an excellent device for allowing the students to hear themselves read aloud, take part in discussions, or role-playing. From this, they could make an evaluation, along with the teacher, of themselves and work on the desired and necessary improvements.

It was found that when working with small and large groups, a student group leader appointed by the teacher as a reward for some accomplishment, created enthusiasm. Students were also excited over serving on the bulletin board committee.

Students were encouraged to keep a record of their reading speed on the E.D.L. Controlled Reading Machine and to compare increases. Individual Reading Lab folders were kept with work sheets that allowed progress to be recorded.

Another method of motivation was encouraging the reading students to work on difficulties encountered with homework in other classes. Some examples were work with word problems in math and in the reading of bills passed by Congress which were being studied in Civics Class.

All Special Reading Class participants were involved in some form of cultural enrichment including field trips through their regular classes. Some of these included the following:

Vulcan Park in Birmingham

Jimmy Morgan Zoo in Birmingham

Botanical Gardens in Birmingham

The Birmingham Southern College Planetarium

Kymulga Cave in Childersburg

Concert at University of Montevallo

Radio Station

Municipal Airport in Birmingham

Alabama State Fair in Birmingham

Mental Hospital in Tuscaloosa

Birmingham Art Museum

Children's Theatre in Birmingham

U. S. Weather Station in Birmingham

The classes were held from 25 to 35 minutes per day in the elementary

schools and 40 to 55 minutes per day in the middle and high schools, depending upon the invididual school's schedule. All the classes, however, were held every day five days per week and 35 weeks per year.

The 1,625 students were selected for the special reading programs by scoring significantly below grade level on the SRA pre-reading test. Their ages ranged from 6 years to 19 years, and they were taken from grades 1 through 11. Most classes were about evenly divided into boys and girls. The majority of the pupils in the reading classes had one or more of the following characteristics:

1. From one to two years below normal grade level
2. From disadvantaged homes and/or broken homes
3. Lack of language skills
4. Restricted attention span
5. Little motivation to learn
6. Difficulty expressing themselves orally as well as written
7. Slow and disorganized work habits
8. Low self-image

Teacher-student conferences, teacher-teacher conferences, and teacher-parent conferences aided in deciding on the particular needs for the individual students. The special reading teacher and aide emphasized those needs in the planning of their daily programs.

The 15 special reading teachers were all experienced certified teacher, and the majority of them either held a degree in elementary education or a major in English. All of the teachers have received some specialized training in reading either through college classes or special workshops. The aides

were all high school graduates with some of them having college training. However, they had to have participated in workshops to prepare them for their duties. Their previous experiences included working with children in kindergartens, nursery schools, and as teacher aides in school programs other than the Title I Program.

The teacher is responsible for planning the daily lessons and the actual instruction for the pupils. She also does the student evaluation. The aide performs most of the clerical duties including duplicating and passing out needed materials, setting up, caring for and operating all equipment, filing and recording data, and working with the students under the supervision of the Title I teacher.

The Title I Reading Class students had access to their own "mini" libraries in the classroom and also at least two periods per week in the school library. This library experience was invaluable to the reading program. The teacher aide was instrumental in helping the librarian as she aided the students in their selection of pleasure and interest centered books.

Parents were helpful with their suggestions for the program, in helping provide transportation for field trips, and in visiting the teacher for conferences concerning their children.

The central office provided four in-service workshops for Title I teachers and aides during the year. These meetings covered planning, methods, motivating, evaluation, and recordkeeping for the special classes. Consultants were used in the area of testing.

The post-reading tests indicated progress made by the majority of the students, but it was not, by any means, the only indication nor the true

indication of the success of the special reading classes. Because poor readers are so many times quite immature metally, there are more areas in which to show improvement. The change for the better in school attendance and attitudes toward learning was considered by the teachers as being very important in the mental growth of the students. Subject matter teachers reported favorably on those pupils taking special reading who had improved in their overall classroom performances. Some of the areas in which improvement was noted are listed below.

1. Written composition showed evidence of improvement in coherence of ideas, punctuation, and spelling.
2. Much improvement was shown in the creativity of composition.
3. Dictionary usages showed an increase and improvement.
4. Work habits in general were improved.
5. A degree of improvement was shown in daily assignments, daily recitations, and choice of vocabulary.
6. One group of 165 students, according to actual count, checked out, read for pleasure and reported (either written or oral) a total of 1,175 books from the library which averages 7.1 books per student.
7. One school reported the class average reading rates, according to the E. D. L. machine, improving from 35-50 to 150 words per minute.
8. Teacher observation and teacher-made tests indicated more improvement than did the standardized tests.
9. There was improvement, in many cases, in the willingness of the special reading class students to compete with their peers in their regular classroom activities.

10. Improvement in self-concept or self-image of the special reading class students was shown through their eagerness to relate their experiences in the special classes to the students in the regular reading class. Learning to use the special equipment gave them something to brag about!

    The social adjustment of many was greatly improved. Some of the standardized test scores revealed the dislike that many of the students had for that type test rather than a true picture of their progress. Motivation for some pupils toward doing their best on the test was impossible.

The program served more students than the test scores show. The classes were made up after the SRA pre-reading test was given. However, before the post-test was given at the end of the year many changes had been made. Students who showed exceptional progress were taken out of the special class and were replaced by those who were recommended by the regular teachers. There were also those who moved away and were replaced by students who were not given a pre-test, but evidenced a strong need for remedial reading. The figures shown below include only those children who had both the pre and post reading tests.

Shelby County

Average Progress Made Per Student
in Special Reading

Number Tested	Grade Level	Average Progress Made per Student
167	2	9 months
129	3	8 months
116	4	8 months
203	5	6 months
194	6	3 months
107	7	8 months
115	8	None
97	9	1 month
21	10	1 month
5	11	6 months

Funds spent under the Title I Program for the Special Reading Program for the Special Reading Program amounted to $15,557 with an additional estimated amount of $50,000 from local funds, making a total of $209,557. The average per pupil expenditure computed on 1,614 pupils enrolled during the year was $129.83 per child.

Shelby County

SUMMARY OF READING TEST SCORES

	SRA AVERAGES		
FIRST GRADE	Pre Test	Post Test	Gain or Loss
Chelsea School		1.1	
Columbiana School		1.0	
Montevallo School		1.3	
Thompson School		2.0	
Valley School		1.7	
Vincent School		1.7	
System average		1.4	
SECOND GRADE			
Calera	1.2	2.1	+ .9
Chelsea	1.1	2.0	+ .9
Columbiana	1.1	1.3	+ .2
Helena	1.0	1.3	+ .3
Montevallo	1.1	2.3	+ 1.2
Thompson	1.0	2.5	+ 1.5
Valley	1.5	2.3	+ .8
Vincent	1.3	2.2	+ .9
System Average	1.1	2.0	+ .9

Shelby County

	Pre Test	Post Test	Gain or Loss
THIRD GRADE			
Calera	1.5	2.3	+ .8
Chelsea	1.2	1.8	+ .6
Columbiana	1.5	2.4	+ .9
Helena	1.6	2.8	+ 1.3
Montevallo	1.6	3.0	+ 1.4
Thompson	2.4	3.0	+ .6
Valley	2.1	2.4	+ .3
Vincent	2.1	2.7	+ .6
System Average	1.7	2.5	+ .8
FOURTH GRADE			
Calera	1.6	2.6	+ 1.0
Chelsea	2.1	2.5	+ .4
Columbiana	1.9	2.2	+ .3
Helena	1.1	2.4	+ 1.3
Montevallo	2.0	3.5	+ 1.5
Thompson	2.5	3.4	+ .9
Valley	2.5	2.9	+ .4
Vincent	2.6	3.2	+ .6
System Average	2.0	2.8	+ .8

Shelby County

	Pre Test	Post Test	Gain or Loss
FIFTH GRADE			
Calera	2.9	3.4	+ .5
Chelsea	2.8	3.4	+ .6
Columbiana	2.6	2.9	+ .3
Helena	2.7	3.0	+ .4
Montevallo	2.6	3.5	+ .9
Thompson	3.5	5.5	+ 2.0
Valley	4.6	4.1	- .5
Vincent	3.4	3.7	+ .3
System Average	3.1	3.7	+ .6
SIXTH GRADE			
Calera	3.0	3.6	+ .6
Chelsea	3.6	4.0	+ .4
Columbiana	4.3	5.4	+ 1.1
Helena	3.6	3.6	0
Montevallo	3.2	3.9	+ .7
Thompson	4.0	4.4	+ .4
Valley	4.6	4.4	- .2
Vincent	3.7	3.4	- .3
System Average	3.7	4.0	+ .3

Shelby County

	Pre Test	Post Test	Gain or Loss
SEVENTH GRADE			
Calera	3.2	4.6	+ 1.4
Columbiana	4.7	6.6	+ 1.9
Helena	3.4	4.4	+ 1.0
Thompson	3.9	4.2	+ .3
Valley	4.1	4.5	+ .4
Vincent	4.1	4.7	+ .6
System Average	3.9	4.8	+ .9
EIGHTH GRADE			
Calera	4.6	3.8	- .8
Columbiana	4.8	5.5	+ .7
Helena	5.1	5.0	0
Montevallo	4.6	4.8	+ .2
Thompson	4.8	5.2	+ .4
Vincent	4.3	3.9	- .4
System Average	4.7	4.7	0

Shelby County

	Pre Test	Post Test	Gain or Loss
NINTH GRADE			
Montevallo	6.1	6.4	+ .3
Shelby County High	7.4	7.0	- .4
Thompson	4.4	4.8	+ .4
System Average	6.0	6.1	+ .1
TENTH GRADE			
Shelby County High	7.3	7.2	- .1
Thompson	4.1	4.4	+ .3
System Average	5.7	5.8	+ .1
ELEVENTH GRADE			
Thompson High	5.0	5.6	+ .6

Special Education Evaluation

Shelby County Board of Education

Verner Davis, Title I Co-ordinator
Shelby County Board of Education
Columbiana, Alabama 35051

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The primary objective for the Special Education classes was to provide a program of individualized instruction for the mentally retarded that would help to develop his level of achievement to the level of his mental ability. Results were measured by the following methods:

Teacher observation
Teacher-made tests
Anecdotal records
Checklists of personality traits and work habits
Personal data on individual students
Attendance records

The more specific behavioral objectives included:

1. Shows social growth through having had an enriched cultural experience program.
2. Shows acceptable behavior in a group or as an individual.
3. Shows proficiency (up to their mental ability) in math, language arts, science, and social studies.
4. Shows more emotional stability.
5. Shows more self-respect.
6. Shows more respect for others.
7. Shows more respect for property belonging to others.
8. Shows gains in acceptance of responsibilities.

The seven Special Education classes avereged 13 students each and were held in a self-contained classroom except for music and physical education

instruction. These two areas of study gave the Special Education pupils the opportunity of participating in activities with pupils in the regular classroom.

The Special Education classrooms were furnished with moveable furniture making it possible to have a very flexible program. Students were worked with in small groups or individually. Interest centers were set up around the room to help motivate the students and to allow for their generally short attention spans.

Individualized instruction was mainly used in teaching reading and math, and group teaching was used for science and social studies. Stimulation and motivation for learning was centered around interest areas as well as needs. The students, in many instances, helped the teacher plan the activities for the classes. They were especially excited about the "Share and Tell" period. This period afforded an opportunity for the teacher to understand the children's past experiences better, to evaluate their abilities, and to realize any improvement being made in the individual through their freedom of expression.

The school library period several times a week was also a motivating factor. The pupils looked forward to browsing, selecting books to read, and having the Librarian read to them. The Library period was also another factor in promoting good behavior.

Varied equipment and materials were used to facilitate the learning activities of the classes. Some of the equipment used included the following:

Television
Record Player
Tape Recorder
Projectors--Overhead, filmstrip, opaque, slide

Globes
Spirit duplicator
Typewriter
Cash box with play money
Clocks
Telephones
Calendars
Earphones
Rhythm instruments
Ironing board and iron
Study Scopes
SRA Reading Laboratory
Small tools--hammers, screw drivers, pliers, etc.

Some of the materials included the following:

Hayes puzzles, games, and individual activities
Read and Say Verb games
Say-It Games (addition, multiplication, subtraction, and division)
Puppets
A Functional Basic Word List for Specialpupils
Check writing kit (transparencies)
Letter writing kit (tranparencies)
Special textbooks and workbooks for Reading, language arts, arithmetic, health, social studies, science, spelling
Word building transparencies
Spelling Generalization (transparencies)
Famous Black American Posters
Art materials
Craft materials
Games and puzzles for:
- Co-ordination
- Number concepts
- Color recognition
- Language development
- Visual perceptions

Flash Cards for:
- Arithmetic skills
- Grammar skills
- Phonics
- Arithmetic skills

To stimulate interest and provide motivation, special games, spelling "bees", competitive math "bees", crossword puzzles, riddles, art work, and field trips were used. The teachers encouraged the students to work with her in planning extra activities in which they were interested. Some of

these activities and their purposes are listed below:

Purpose	Activity
Social Responsibility	Room maintenance by committees Helping to keep lunchroom clean and orderly
Health and cleanliness	Morning health inspection Bulletin Boards Discussion of foods
Money unit for learning to buy and sell	Set up store and use play money for buying and selling
Community helpers--learning the services of	Visits to local police station, druggist, fire station, doctor's office, post office
Animal awareness	Trip to the Birmingham Zoo
Music	Rhythm band, records, attending school band concerts
Expression	Puppet performances, oral reading, Share and tell periods, and role playing
Science	Observed exploration of the moon Collected fossils and rock samples Studied categories of animals, reptiles, etc.
Transportation	Murals made of travel by land, water, and air Wrote stories of make believe trips Field trip to Birmingham airport--noted automobiles, freight trucks, trains, buses and planes.
Language Development	Learned rhymes, poems, short plays, and studied grammatical rules and phonics
Weather and Seasons	Made charts of characteristics of each season Noted weather predictions in newspaper Visited Botanical Gardens
Family Unit	Role playing, stories and films of families in various foreign countries

Shelby County

The Special Education Classes of the Montevallo Middle School participated in the "Special Olympics" program. Fourteen of the children were active in the local event and twelve won ribbons. Five of the pupils were selected for the "State Special Olympics" and enjoyed an enriching and educational trip to Mobile to participate. This even built self-confidence in those participating and helped tremendously in improving their self-concept--they were recognized by the public, as well as their peers, at being <u>good</u> at something.

Students from the University of Montevallo aided with the instruction of the Special classes for one or two hours each week. On Saturdays, the same University students organized and involved the Special Ed students on nature outings and hikes. They also arranged for a basketball game between themselves and the Special Ed boys.

A field trip to the Opportunity Center in Birmingham provided many of the pupils the opportunity of seeing a live play, "The Magic Flower Garden." In addition, the children played on playground equipment adapted especially for the mentally retarded.

Most of the counseling and guidance was done by the classroom teacher, using appropriate audio-visual aids extensively on personal needs, good grooming, and good manners.

The classes were self-contained and met the entire school day from 8:00 A. M. until 3:00 P. M. for 175 days.

The participants for the Special Ed classes were chosen after the Stanford Binet Form L-M test had been administered and intelligence levels for each child established.

Shelby County

There was a total of 96 students enrolled for the Special Education classes--68 boys and 28 girls, 76 black and 20 white. The ages of the pupils ranged from 8 years to 18 years and were taken from grades 2-9.

The behavior of the Special Ed pupils was sub-cultural standards of language and social interaction, a low self-respect, low respect for others, little respect for the school and personal property. To improve the low self-concept much of the class time was spent in learning the worth of each individual--his rights, his freedoms, and his responsibilities. Living within certain limitations for personal happiness and security was stressed.

The teachers followed the State Program in planning and implementing the daily work of the individual children. They used special methods, materials, and equipment devised for use with the mentally retarded.

School-wide facilities and programs were used extensively by the Special Education units. Each class used the library for extra reading and research purposes. Each child participated in the regular physical education program each day. This proved to be of value in associating the children with some regular school students part of the time.

One Special Education teacher in the program has a Master's Degree in Special Education. Her previous experience included work with the severely retarded at Partlow State School. Another holds a B. S. in Special Education, and the remainder are certified teachers with training in the field and working toward certification.

The school library, physical education department, and music departments were instrumental in the program for the mentally retarded pupils.

Shelby County

Students from the University of Montevallo Baptist Student Center and students from the University's School of Social Work gave much help to the classes in the Montevallo schools. They helped in a tutoring capacity working with individual children or with small groups. They were also of assistance in arts and crafts. They helped to organize, control, and supervise the pupils' use of various materials while working.

Parents of the students were encouraged to participate in the programs in various ways. Some of them attended Open-House, P. T. A. Meetings, and special programs at the school. Homes were visited by the teachers and conferences concerning the pupils were held. Although parental involvement was not wholly successful, it was good,and some few parents volunteered to help when they could as teacher-aides and as chaperones on field trips.

The free lunch program aided the program since the great majority of the students were economically disadvantaged.

According to various guidelines for teaching the mentally retarded, most of the students improved--some to their level of expectation according to their mental age as measured by teacher-made tests and evaluations. Others made some advancement, and some few made very little progress academically.

Much progress was made by all the children in acceptable behavior. Over the year they learned to relate to each other and to function in an orderly and friendly environment. They were able to follow school rules without so much arguing about being discriminated against. They grew in self-respect and respect for others. They gained confidence in their abilities to learn in areas of knowledge which previously they had shunned fearing an

inability to cope with the demands of the work involved.

Anecdotal daily reports were kept on most of the students and this, along with tests and repeated return to material already covered in reading, math, etc. showed that they had mastered to some extend the basic tools.

Attendance in the Special Education Classes was good throughout the year. The number enrolled was 96 and the average daily attendance for the year was 84.84 or 93%.

Funds spent from the Title I budget for Special Education amounted to $56,000 with an additional estimated amount of local funds of $20,000, totaling $76,000, making the average pupil expenditure of $791.66.

Case Study of Student from Special Reading

Shelby County Board of Education

Verner Davis, Title I Co-ordinator
Shelby County Board of Education
Columbiana, Alabama 35051

Telephone: 205-669-2491

Keith was an eight year old second grade student. He had attended the Valley school for two years. His school records indicated repeated unsuccessful learning experiences and a lack of interest in school. He appeared very hyper active, displayed a short attention span, was very talkative and seemed disinterested in learning activities.

Keith was placed in the special reading class because of test results, teachers' observations, and his past records. It was evident that Keith was experiencing a great deal of frustrations due to his lack of academic progress. It was evident that he needed individualized help in developing a more positive self-concept. After diagnosing his needs and working with him, Keith appeared to obtain more successful reading experiences and consequently gained more self-confidence. He appeared to enjoy working in activities that was competitive in relation to himself.

His behavior, attitude, and progress changed markedly. He became very interested in activities utilizing the SRA laboratory, Hoffman Reading Machine, System 80, and the Language Master. After successful experiences, many times Keith had to be told when it was dismissal time. He worked diligently and appeared determined to complete the activity he was working on regardless of the time involved.

There was definitely an improvement. He had gained a positive self-concept and developed an improved attitude toward reading. His work

habits and attention span improved greatly.

Keith was post-tested in May and showed a total grade placement of 3.5. His pre-test scores had shown a grade placement of 1.7. His over all gain was 1 year and 8 months in total reading improvement.

Case Study for Special Education

Shelby County Board of Education

James H. Jones, Principal
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Case Study of a student from an Educable Mentally Retarded Class

Paul is a 13 year old black boy. He is small in size and has a crippled right leg as a result of polio. He has attended school for eight years, the last two of which have been in a Special Education class.

According to the Wechsler Intelligence Scale for Children which was administered on July 22, 1959, Paul has an IQ of 56 with a mental age of 7.8. He was working far below this mental age level. In fact, Paul could spell and write his first name and that was all. He could not spell, add one and one and could not copy words from the board correctly.

Paul was a very shy and withdrawn child. He cried frequently, in many cases, for no apparent reason. He was unable to establish a good rapport with the other children because he felt they were continually picking on him. He was very conscious of his inabilities and insisted on individual help with everything he did, even work which he could easily have done on his own. His general attitude was one of dependence.

After careful observation of Paul's behavior and attitudes a program was devised to develop his independence, self-confidence, and to build on his abilities. We emphasized his strengths and worked with him on

an individual basis, gradually pulling him into group interaction. Counseling with him on his attitude toward the other children increased his opinion of himself and others.

Specific materials used in teaching Paul academically were as follows:

Open Court Foundation Reading Series
Now I Look, Now I Read Workbook
Working with Numbers Workbook Level I
Teacher-made writing forms
Flash cards on the basic colors
Flash cards on sightwords
Abacus and other counting devices
Record player and records
Television
Films and Filmstrips
Pre-printed masters

By the end of the year Paul's self-concept and his attitude toward the other children had changed into friendship and acceptance rather than hostility and mistrust.

Paul's academic achievement was developed to approximately a first grade level. He can now successfully copy from printed material, spell and write his first and last name, read on a primer level and, with the aide of the abacus, do a two-digit addition and subtraction problem.

Attached is a checklist on Paul's progress this year.

Shelby County

ACHIEVEMENT INVENTORY

School Montevallo Middle Year 1971-72

Child's Name Paul Alexander Race Negro

CA 13 MA 7.8 IQ 56

Physical Handicap A crippled right leg

Emotional and/or Social Handicap maladjusted

Personal Knowledge

	Beginning	Middle	End
Knows name	x	x	x
Spells first name	x	x	x
Spells last name			x
Knows address			
Knows telephone number		x	x
Knows names of parents		x	x
Spells names of parents			
Knows names of siblings			x
Knows own birthday			
Knows place of birth			x
Can give directions to home			

Comments

Speaking Skills

Speaks clearly	x	x	x
Speaks with accent			
Speaks with slur			
Poor pronunciation	x	x	x

Shelby County

	Beginning	Middle	End
Large vocabulary			
Small vocabulary	x	x	x

Comments _____

Listening Skills

	Beginning	Middle	End
Listens Attentively		x	x
Restless			
Short attention span	x		
Comprehends			x

Comments _____

Reading Skills

	Beginning	Middle	End
Follows directions		x	x
Retells simple stories		x	x
Interprets pictured situations		x	x
Notices likeness & differences		x	x
Proper handling of books	x	x	x
Recognizes and names colors		x	x
Spells names of colors			
Recognizes shapes			x
Knows alphabet		x	x
Knows vowel sounds			
Knows consonant sounds			
Good word attack skills			
Poor pronunciation			

Shelby County

	Beginning	Middle	End
Good rate of speed			
Low rate of speed			
Word-by-word reading			x
Spells at reading level			x
Poor Spelling			
Comprehends material read			x
Poor Comprehension			
Uses dictionary			
Instant word level	Q	pp	Primer
Reading level			Primer

Comments _____

Writing Skills

Prints alphabet	x	x	x
Legible			x
Illegible	x	x	
Cursive writing			
Legible			
Illegible			
Can copy correctly			x
Uses capital letters			x
Uses correct punctuation			x
Can write own thoughts			

Comments _____

Shelby County

Arithmetic Skills

	Beginning	Middle	End
Can Count to:	10	16	25
Can write numbers to:			12
Knows sequence of numbers			x
Can count by:			
Ordinal numbers:			
Cardinal numbers:			
Adds two numbers (ones)		x	x
Adds three numbers (ones)		x	
Adds tens and ones			x
Adds hundreds			
Subtracts ones		x	x
Subtracts tens and ones			x
Subtracts hundreds			
Can borrow in subtracting			
Can multiply by:			
Can multiply simple probelms			
Division--one & two place nos.			
Can reason out problems			
Time--hour, half-hour			x
Time--minutes past			
Money--paper			x
Money--small change			
Money--dollars and cents			

Shelby County

	Beginning	Middle	End
Measurement--cup, doz., t., T.			
Measurement--pt.,in., ½ measure			
Measurement--qt., ft., ¼ measure			
Measurement--yd., 1/3 measure			

Comments _____

Science

Weather wise		x	x
Thermometer-temperature			
Reads calendar			
Knows names of days			x
Spells names of days			
Knows important holidays			
Common sense about nature			X
Believes scientific facts			Some
Believes superstitions	x	x	x
Recognizes & names common animals		x	x
Recognizes & names common plants			
Knows familiar parts of body		x	x
Knows familiar foods			x
Names methods of travel	x	x	x

Social Studies

Knows name of hometown & State		x	x
Can spell hometown and state			

Shelby County

	Beginning	Middle	End
Recognizes state leaders			
Recognizes national officials			
Can read maps			
Locates various states of map			
Understands directions--N,S,E.W			
Comprehends historical events			
Interested in daily news			x
Social Behavior			
Good social interaction			x
Well liked by others			x
Cooperative			x
Self-confident		Growing	x
Self-control			Growing
Shares		Better	X
Friendly			
Independent			x
Dependent	x	x	
Obeys class rules	x	x	x
Anti-social	x	x	
Uses bad language			
Sassyor impudent			
Aggressive (bully)			
Argumentative	x	x	not as much
Fights	x		

Shelby County

	Beginning	Middle	End
Destructive			
Throws things			
Steals			
Lies	x	x	
Complains	x	x	
Talks constantly			
Loud			
Stubborn			
Disruptive			
Inferiority complex	x		
Persecution complex			

Personal Appearance

Neat in dress	x	x	x
Clothes are clean	x	x	x
Uses handkerchief or tissue	x	x	x
Washes hands as needed	x	x	x
Brushes teeth	x	x	x
Bathes daily		x	x
Hair is well-groomed	x	x	x
Good posture	x	x	x
Uses simple courtesies		x	x
Good manners at table		x	x

Comments Paul has improved much over the year

Teacher-Aide Program

Shelby County Board of Education

Verner Davis, Title I Co-ordinator
Shelby County Board of Education
Columbiana, Alabama 35051

Telephone: 205-669-2491

The overall objectives for the Teacher-aide program were as follows:

1. To provide the Title I Special Reading teachers with adequate assistance in preparing and presenting materials to the reading classes.

2. To relieve the teacher of many clerical duties and the supervising of individuals and small group study and projects in order that she would have more actual teaching and guidance time.

3. To allow each child additional attention from an interested adult.

There were 15 reading teachers and 15 aides in the Title I Special Reading Program.

All of the aides were high school graduates. One of them holds a college degree,and three more of them have had some college training. Fourteen of the aides were experienced in working as a teacher's aide, and the other one was experienced with working with children in Sunday School and other such groups.

The amount of time spent in the classroom each day for the teacher and aide was six and one-half hours. There was at least a thirty-minute period each day for the teacher and teacher aide to work together for the purpose of planning work. Faculty in-service meetings were

held in all schools once a month and in some twice monthly.

There were four in-service workshops for all the teachers and teacher-aides in the County program at the central office during the year. The first meeting was concerned with planning the reading programs, assigning responsibilities to the teachers and aides, and demonstrations of the use of the available materials and equipment for classroom use. The second meeting pertained to the testing program for the classes. Instructions were given for administering the tests, for checking them, and figuring the grade placements and percentiles. Time was also given for the teachers to share and exchange their ideas and teaching methods which were proving to be successful. The fourth conference was primarily one of administering and scoring the post-tests. The final meeting was on evaluation. The strengths and weaknesses of the program were discussed and recommendations made for next year's program.

The people directly involved in the training of the teacher-aides included Verner Davis, Title I Co-ordinator; Mrs. Evelyn Admas, Supervisor of Instruction; the reading teachers; principals of the schools; and Mr. Burke, a specialist in the SRA Testing Program.

The teacher-aide program was a big factor in the success of the reading program. She handled all duplication of materials used in the classes. Following daily conferences with the teacher, she set up and operated equipment and put out materials as the groups changed during the day. She supervised small groups using the Hoffman machine, the Language Master, SRA and listened to individuals read orally. She assisted during the library periods, kept many of the records, graded papers, and did other clerical duties to free the teacher for more actual teaching time with the students.

Parent and Community Involvement

Shelby County Board of Education

Mrs. Lois Bentley
Columbiana, Alabama 35051

Telephone: 205-669-7813

The objectives of the program involving parents and the community included the following:

1. To acquaint the parents and community with the Reading Program's place in the curriculum.
2. To acquaint the parents and community with the Reading Program's objectives.
3. To seek endorsement and understanding of the program.

Parents were encouraged to attend all P. T. A. meetings, but expecially were they urged to come to Open-House. All of the Title I equipment and materials were on display and the teacher was available for brief parent conferences. The students were on hand to welcome parents and visitors, explain the equipment, and acted as instructors in going over the materials and procedures.

The Vincent Study Club held one of their club meetings in the Reading Laboratory and were able to observe a program concerning the special reading methods and procedures.

A newspaper story with pictures describing the program was disseminated in the local and state newspapers.

Parents were asked and served as chaperons on Title I field trips. They also came to the school for parent-teacher conferences. The telephone was also frequently used as a method of communicating when necessary. In

many cases where transportation and the lack of a telephone in the home presented a problem, written communications were used.

Children benefited from the program because of the small size of the class, assuring closer and more frequent individualized instruction. They also had the advantage of using various types of equipment and materials.

The community will benefit from having more knowledgeable citizens in the future. As the pupils learn and increase their self-concept, they will take greater pride and more interest in their homes and community.

The school benefited from the program by having available new and better teaching aids. These helped to make the classes more interesting, and also made it possible for students to receive much additional self-help.

Parents were benefited through the satisfaction of knowing that their children were receiving needed aid and instruction. Their pride in the school was increased, knowing their children had the advantage of using new and better learning devices.

STANDARDIZED TEST RESULTS, TITLE I (ESEA) 71-72

SYSTEM Shelby County

TITLE I SCHOOLS

NAME OF TEST: SRA Assessment Survey 19 65 Edition 19 65 National Norms

	Grade	Section of Test	Month and Year Tested	Form	Number of Students	Mean Score Grade Placement	Number of Students			
							0-25 %ile	26-50 %ile	51-75 %ile	76-99 %ile
Pre	1	Total Reading								
Post	1		May,1972	D	136	1.3	59	32	34	11
Pre	2	Total Reading	Sept.71	C	167	1.1	153	12	2	
Post	2		May, 72	D	167	2.0	70	86=	17	3
Pre	3	Total Reading	Sept. 71	C	129	1.7	108	18	1	2
Post	3		May 72	D	129	2.5	90	33	5	1
Pre	4	Total Reading	Sept. 71	C	116	2.0	110	6		
Post	4		May 72	D	116	2.8	95	17	3	1
Pre	5	Total Reading	Sept.71	E	203	3.1	162	38	3	
Post	5		May 72	F	203	3.7	160	22	14	7
Pre	6	Total Reading	Sept. 71	E	194	3.7	172	20	2	
Post	6		May 72	F	194	4.0	165	19	7	3

Students: Rural x Urban Mixed

STANDARDIZED TEST RESULTS, TITLE I (ESEA) 71-72

SYSTEM Shelby County

TITLE I SCHOOLS

NAME OF TEST: SRA Assessment Survey 19 71 Edition 19 70 National Norms

	Grade	Section of Test	Month and Year Tested	Form	Number of Students	Mean Score Grade Placement	Number of Students			
							0-25 %ile	26-50 %ile	51-75 %ile	76-99 %ile
Pre	7	Total Reading	Sept. 71	E	107	3.9	90	15	1	1
Post	7		May 72	F	107	4.7	81	16	5	5
Pre	8	Total Reading	Sept.71	E	115	4.7	104	10	1	
Post	8		May 1972	F	115	4.7	102	9	4	
Pre	9	Total Reading	Sept. 71	E	97	5.9	74	14	9	
Post	9		May 72	F	97	6.0	72	20	5	
Pre	10	Total Reading	Sept.71	E	21	5.7	15	4		2
Post	10		May 72	F	21	5.8	16	3	1	1
Pre	11	Total Reading	Sept.	E	5	5.0	4	1		
Post	11			F	5	5.6	4		1	
Pre	12	Total Reading								
Post	12									

Students: Rural x Urban Mixed

SUMMER PROJECT EVALUATION 1972

SYSTEM Shelby County Board of Education

Name Verner Davis, Title I Co-ordinator

Title Shelby County Board of Education

Address Columbiana, Alabama 35051

Telephone 205-669-2491

TYPE OF PROJECT Summer School

TOTAL COST $63,000.00

1. Where is it? Name the school or schools and community where it operates.

   See attached list - Page 78

2. Date project started June 2, 1972. Date ended July 7, 1972.

3. How does the project work? Give a brief narrative description highlighting its unique or outstanding features.

   The curriculum for the summer school was designed for those students with reading problems and/or other individual needs. They were selected by the principals and faculties of the schools with priorities given to those who had participated in the Title I reading program during the regular school session. Only pre-school pupils were accepted who had not had any kindergarten or other formal training in preparation for entering school.

   Classes were kept small which gave the teachers an opportunity to work with individuals on their particular needs. Cumulative records and test scores were available for helping to pin point the weaknesses of the students.

   Field trips, resource people, and various equipment and materials were used to hold student interest and motivation high and to reinforce learning.

1972 Shelby County Summer School

Locations

Calera School	Calera, Alabama
Chelsea School	Chelsea, Alabama
Columbiana Elementary	Columbiana, Alabama
Helena School	Helena, Alabama
Montevallo Elementary	Montevallo, Alabama
Thompson Elementary	Siluria, Alabama
Valley School	Route 2, Box 310 Alabaster, Alabama
Vincent Elementary	Vincent, Alabama

Transportation was provided by parents and also daily refreshments at break time. This parent participation made the summer school program an even more rewarding experience.

Since all the students attending were in some way educationally deprived or slow learners, it was felt that more progress was made with them. They did not have to become discouraged trying to keep up with students with whom it was impossible to compete. Thus, they could realize some success and progress each day thereby improving their self concept.

4. Who is the project reaching? Indicate the number of children, grade levels, nonpublic school participants, dropouts, pre-schoolers. In the case of either dropouts or pre-schoolers give age ranges of participants.

Summer school reached all those students who wished to attend who had been designated by principals and staff as being educationally deprived. There were 1,130 enrolled from kindergarten through sixth grade.

5. What evidence do you have to indicate that the project has been effective?

The parent, teacher, and pupil reaction toward summer school has been enthusiastic. Progress reports were favorable. Anecdotal records indicated many improved attitudes and more co-operative developments of the students. Parents' response sheets and conferences with the teachers have shown the desire for the continuation of the program. Attendance was good even though the program came during vacation time.

Testing was done at random, and the attached sheets indicate progress made by individual students.

6. Can you cite specific success stories, for example, a specific child or

children who benefited from the project? Describe in a paragraph or two, names are not needed, but use the child's age or grade.

The pre-school or kindergarten group, numbering 294 children between the ages of five and six years, were probably benefited most from the program. They learned to adjust to classroom routine while the classes could be kept small. The teachers felt that much progress was made in the readiness program, and both the child and the school had benefited from the summer experience.

7. In your professional judgment, is this project (or some aspect of it) working well enough to be used by other schools? Yes__X__ No_____.
8. Would the school be willing to have Congressmen, the press and USOE officials visit the project? Yes__X__ No_____.
9. Attached are pages containing newsclips and snapshots regarding the Title I project.

IRST GRADE

	Pre-Test			Post-Test			Summer Test		
Columbiana Elementary	R.S.	G.E.	%tile	R.S.	G.E.	%tile	R.S.	G.E.	%til
urns, Debra				54	1.0	01	88	1.0	1
Reed, Kecia				62	1.0	02	81	1.0	0
arrants, Martha				67	1.0	03	91	1.0	1
alker, James				45	1.0	01	49	1.0	0
ontevallo Elementary									
lake, Kelvin				103	1.4	31	119	1.7	48
hism, Jeff				123	1.8	53	126	1.9	58
Jones, Mark				127	1.9	58	132	1.9	58
ones, Tyrone				84	1.0	10	104	1.4	31
illy, Cary				116	1.7	48	124	1.8	53
orris, Alisa				99	1.3	26	118	1.7	48
taffney, Kevin				91	1.0	16	109	1.5	36
Tyus, Timoth				100	1.3	26	132	1.9	58
Valley School									
urch, Carol				98	1.2	21	66	1.0	03
Meade, Lisa				138	2.1	64	158	2.4	79
oore, Jamey				126	1.9	58	155	2.3	74
arris, Glynes				121	1.8	53	146	2.2	69
Vincent Elementary									
ather, Markus				95	1.1	17	92	1.0	16
iddleton, Glenda				92	1.0	16	122	1.8	53

SECOND GRADE

	Pre-Test			Post-Test			Summer Test		
Columbiana Elementary	R.S.	G.E.	%tile	R.S.	G.E.	%tile	R.S.	G.E.	%tile
Cottingham, Sherry	65	1.0	01	87	1.0	02	71	1.0	01
Dean, Phillip	85	1.0	03	113	1.6	11	170	2.6	46
Livingston, Donna	57	1.0	01	89	1.5	09	149	2.3	32
Page, Toby	82	1.1	03	136	2.1	24	161	2.4	37
Partridge, Laury Ann	78	1.0	02	109	1.5	09	135	2.1	24
Robinson, Cheryle	83	1.0	03	94	1.1	03	111	1.6	11
Helena School									
Clay, Cheryl	74	1.0	02	156	2.4	37	180	2.7	50
Robinson, Linda	77	1.0	01	177	2.7	50	214	3.7	78
Montevallo Elementary									
Alford, Aaron	105	1.3	12	182	2.7	50	196	3.1	61
Chapman, Frank	86	1.0	03	140	2.2	28	139	2.1	24
Chism, Mary	109	1.4	15	193	2.9	57	207	3.4	71
Cummings, Terry	100	1.2	09	141	2.2	28	148	2.3	32
Grayson, Henry	98	1.2	09	166	2.5	41	171	2.6	46
Jackson, Linda	116	1.5	19	184	2.8	54	191	2.9	57
Moore, Phyllis	101	1.2	09	119	1.7	14	122	1.8	17
Sexton, Larry	72	1.0	01	115	1.7	14	120	1.8	17
Tolbert, Durward	79	1.0	02	110	1.6	11	114	1.6	11
Valley School									
Bolton, Brian	143	2.2	53	141	2.2	28	297	3.1	61

	Pre-Test			Post-Test			Summer Test		
	R.S.	G.E.	%tile	R.S.	G.E.	%tile	R.S.	G.E.	%tile
[illegible], Tammy	77	1.0	02	122	1.8	17	127	1.9	20
[illegible]ade, Glen	87	1.0	03	117	1.7	14	132	1.9	20
[illegible]incent Elementary									
[illegible]dd, Angelia	85	1.0	03	138	2.1	24	165	2.5	41
Kidd, Elaine	86	1.0	03	122	1.8	17	147	2.2	28
THIRD GRADE									
[illegible]lumbiana Elementary									
Burns, Daron	17	1.1	01	43	3.1	29	56	4.5	69
[illegible]lkner, Terry	22	1.6	05	19	1.2	01	48	3.5	44
Livingston, Kathy	27	1.9	10	26	2.1	06	51	3.8	53
[illegible]ge, John	14	1.0	01	21	1.5	02	44	3.2	33
[illegible]ed, Michael	20	1.4	-3	32	2.4	11	52	3.9	56
Reed, Michele	29	2.2	16	36	2.6	17	53	4.1	59
[illegible]elton, Jerry	31	2.3	19	35	2.6	17	54	4.2	61
[illegible]utton, Richard	26	1.9	10	40	2.8	23	60	5.3	83
[illegible]lker, Eddie	32	2.3	19	35	2.6	17	51	3.8	53
[illegible]lker, Margie	24	1.7	06	43	3.1	29	48	3.8	44
[illegible]ontevallo Elementary									
[illegible]ll, Thomas	19	1.3	02	34	2.5	14	37	2.7	19
[illegible]ezzell, Caroline	20	1.4	03	35	2.5	17	39	2.8	23
O'Quinn, Scott	41	2.7	36	55	4.4	67	58	4.8	75
[illegible]xton, Ronald	19	1.3	02	38	2.7	19	40	2.8	23

	Pre-Test			Post-Test			Summer Test		
elens School	R.S.	G.E.	%tile	R.S.	G.E.	%tile	R.S.	G.E.	%tile
illings, Christine	25	1.8	08	23	2.0	21	26	2.1	30
Hafer, Richard	24	1.7	06	35	3.7	49	34	3.9	55
osey, Rhonda	44	2.8	40	15	2.1	04	30	3.5	43
Hosey, Wanda	20	1.4	03	21	2.3	15	22	2.4	18
Vincent Elementary									
brams, Chris	30	2.2	16	40	2.8	23	41	2.9	26
Peterson, Jeffi	22	1.6	05	28	2.2	07	28	2.2	07
helton, Terry	32	2.3	19	43	3.1	29	39	2.8	23
OURTH GRADE									
Columbiana Elementary									
Mitchell, Guy	17	1.1	01	27	2.2	02	55	4.4	58
addox, Leon	28	2.1	02	32	2.4	02	61	5.6	68
Burns, Michael	15	1.0	01	18	1.1	01	48	3.5	21
Montevallo Elementary									
lexander, Randall	32	2.3	04	46	3.3	16	49	3.6	23
Bolling, Jeanie	27	1.9	02	47	3.4	18	50	3.7	25
lass, Albert	19	1.3	01	48	3.5	21	53	4.1	34
Grayson, Angela	34	2.4	04	50	3.7	25	53	4.1	34
Peoples, Jolinda	32	2.3	04	53	4.1	34	57	4.7	48
eed, Teresa	20	1.4	01	39	2.8	07	40	2.8	07
Sailes, Eddie	35	2.5	07	51	3.8	28	58	4.8	51

	Pre-Test			Post-Test			Summer Test		
Thompson Elementary	R.S.	G.E.	%tile	R.S.	G.E.	%tile	R.S.	G.E.	%tile
Cohill, Bonnie	39	2.6	09	36	2.6	04	51	3.8	28
Danners, Vanesia	41	2.7	11	51	3.8	28	54	4.2	36
Evans, Danette	39	2.6	09	52	3.9	31	49	3.6	23
Hawkins, Lorna	40	2.7	11	34	2.5	03	47	3.4	18
Ransom, Marquitta	27	1.9	02	39	2.8	07	47	3.4	18
Valley School									
Dunnaway, Tommy	28	2.1	02	32	2.4	02	19	1.2	01
Johnson, Richard				27	2.2	02	27	2.2	02
Lowery, Paul	41	2.7	11	39	2.8	07	32	2.4	02
Massey, Kim				27	2.2	02	40	2.8	07
Newton, David	35	2.5	07	36	2.6	04	44	3.2	13
Vincent Elementary									
Gates, Ronny	47	2.9	17	44	3.2	13	48	3.5	21
McCrimon, Dexter	33	2.4	05	39	2.8	07	46	3.3	16
McCrimon, Paul	37	2.5	07	40	2.8	07	39	2.8	07
Reynolds, Belinda	17	1.1	01	31	2.4	02	27	2.2	02
FIFTH GRADE									
Chelsea School									
Parker, Jeff	19	2.1	03				29	3.4	12

Shelby County

olumbiana Elementary	Pre-Test			Post-Test			Summer Test		
	R.S.	G.E.	%tile	R.S.	G.E.	%tile	R.S.	G.E.	%tile
urns, Sharon	19	2.1	01	23	2.6	05	27	3.1	09
Chapman, Henry	21	2.3	05	21	2.3	04	21	2.3	04
ottingham, Calvin	16	2.1	01	28	3.2	11	26	3.1	08
Harris, Rose	19	2.1	01	26	3.1	08	33	3.8	17
arland, Mitchell	29	3.4	16	16	2.1	01	29	3.4	12
elker, Henry	22	2.4	06	26	3.1	09	31	3.6	14
Helena School									
osey, Angela	12	2.1	02	21	2.3	04	27	3.1	09
elly, Hubert	30	3.5	18	19	2.1	02	31	3.6	14
Tolbert, Barbara	14	2.1	01				29	3.4	12
ontevallo Elementary									
utts, Ester	22	2.4	06	30	3.5	13	26	3.1	08
Grayson, Darrell	17	2.1	02	43	4.7	30	26	3.1	08
arris, Benita	20	2.2	04	25	2.9	07	25	2.9	07
Hedgepath, David	26	3.0	12	31	3.6	14	26	3.1	08
ones, Kennth	25	2.9	10	39	4.4	25	29	3.4	12
illy, Kelvin	19	2.1	03	31	3.6	14	23	2.6	05
Moore, Rosemary	16	2.1	01	18	2.1	02	23	2.6	05
ailes, Patricia	29	3.4	16	32	3.7	15	42	4.6	29
Salter, Donna	37	4.2	29	28	3.2	11	35	4.1	19

	Pre-Test			Post-Test			Summer Test		
Thompson Elementary	R.S.	G.E.	%tile	R.S.	G.E.	%tile	R.S.	G.E.	%tile
Bailey, Michael	39	4.4	32	45	4.8	33	39	4.4	25
Threatt, Mamie	33	3.8	23	60	5.0	54	49	5.1	38
Valley School									
Gentry, Keith	42	4.6	37	55	4.6	46	43	4.7	30
Herron, Hank	42	4.6	37	44	4.8	31	40	4.5	26
Vincent Elementary									
Abrams, Val	20	2.2	04	16	2.1	01	19	2.1	02
Keith, Anthony	20	2.2	04				28	3.2	11
Norwood, David	25	2.9	10	27	3.1	09	19	2.1	02
Partridge, Kathy	25	2.9	10	17	2.1	01	22	2.4	04
Peterson, Sheila	26	3.0	12	27	3.1	09	22	2.4	04
Smith, Cheri	26	3.0	12	19	2.1	02	34	3.9	18
SIXTH GRADE									
Chelsea School									
Blackerby, Dwayne	31	3.6	11	23	2.6	03	53	5.4	27
Smith, Linda	35	4.1	15	29	3.4	06	45	4.8	19
Bearden, Mike	21	2.3	03	23	2.6	03	33	3.8	09
Columbiana Elementary									
Livingston, David	64	6.3	51	77	8.1	69	85	10.1	89
Walker, Willie	33	3.8	13	44	4.8	18	45	4.8	19

Shelby County

	Pre-Test			Post-Test			Summer Test		
Montevallo Elementary	R.S.	G.E.	%tile	R.S.	G.E.	%tile	R.S.	G.E.	%tile
B lling, Thomas	24	2.7	05	26	3.1	04	32	3.7	08
Brown, Rosemary	26	3.0	06	43	4.7	17	43	4.7	17
C llins, Angela	23	2.6	04	23	2.6	03	29	3.4	06
C nningham, Kelvin	21	2.3	03	36	4.1	11	43	4.7	17
Haggins, Gwen	39	4.4	19	45	4.8	19	38	4.3	12
J nes, Albert	40	4.5	21				52	5.3	26
Peoples, Toney	19	2.1	02				32	3.7	08
S ain, Philip	22	2.4	04	33	3.8	09	41	4.5	15
Vassar, Earnest	25	2.9	06	36	4.1	11	36	4.1	11
Valley School									
B iley, Anita	53	5.4	35	49	5.1	23	62	6.2	39

Shelby County

1972 Title I Summer School

June 5 - July 7, 1972

A conference for the purpose of organizing and planning the summer school program was held on June 2, 1972. There were 72 teachers, the Title I Staff, and several principals who attended. A brief review of last year's program was held, followed by a complete orientation of the approved program for this year. Plans were made in the specialized area of reading and individual needs (mathematics, social adjustment, and citizenship), which were to make the summer school curriculum.

Faculties of the individual schools held in-service meetings to finalize their objectives, schedules, discuss methods and materials to be used, progress report forms, and ways of evaluation.

One-half day each week was spent by the faculties during the summer school for in-service conferences. Upon conclusion of the five weeks of school, the second workshop was held to evaluate the program. This workshop included all instructional and supervisory personnel of the summer school program.

Strengths and weaknesses of the program were pointed out by the teachers and recommendations for future programs made. These reports follow.

Strengths of the Program

1. Summer school pre-planning workshop
2. Individual school faculty in-service sessions weekly to plan, facilitate, and evaluate
3. Small classes
4. Ample and varied materials to work with

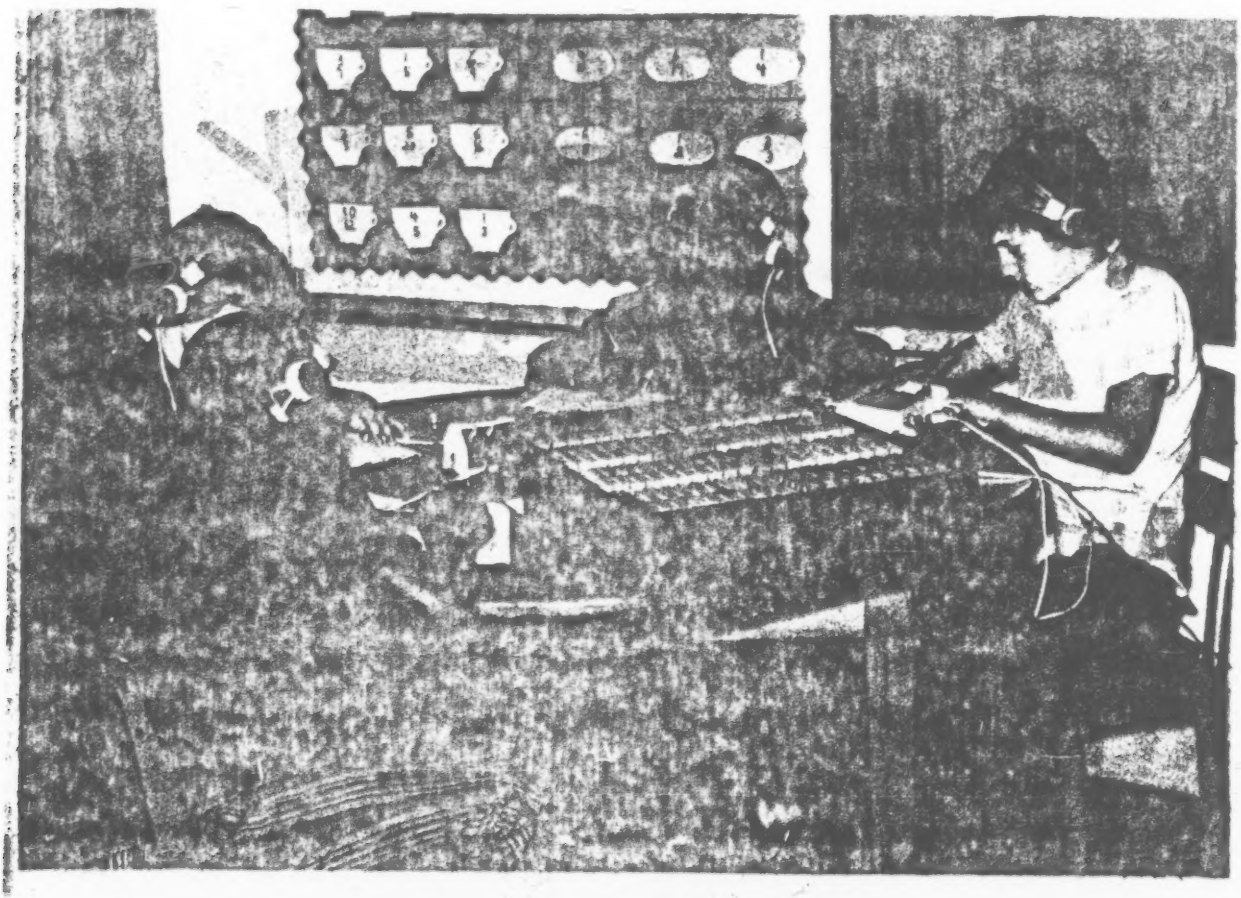
5. Opportunity for teacher energies to be directed at individual needs
6. Increased parental involvement
7. A more relaxed atmosphere since all the children are doing more-or-less remedial work
8. Enrollment based on referral slips of needs from regular school teachers

Weaknesses

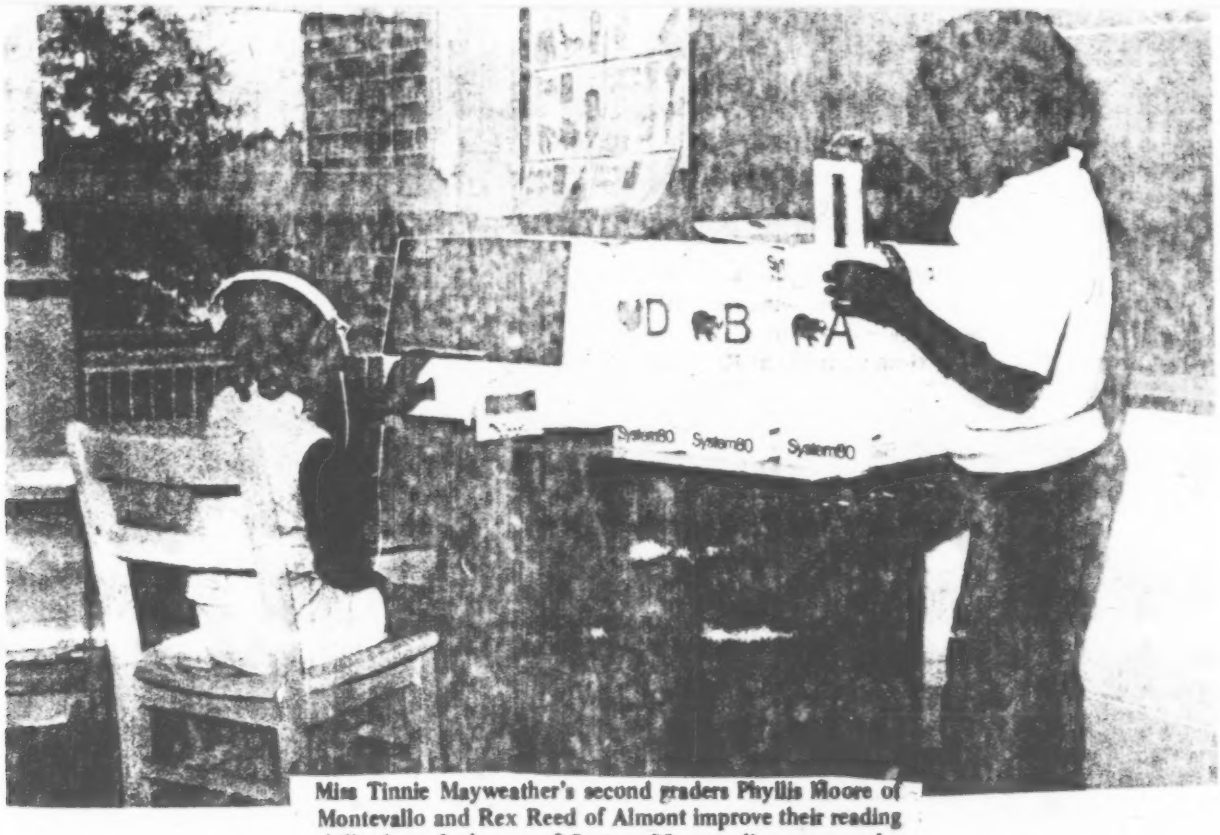
1. The decision to have summer school should be made earlier in the school year
2. Lack of transportation for students
3. Not enough cultural experiences provided
4. No money available to provide field trips
5. No teacher aides

Title I at Montevallo

1. Title I Summer School is sponsored by federal funds.
2. Purpose: To reinforce skills in reading and other language arts areas, such as spelling, writing, listening and speaking; and to give special help to individual needs, such as math.
3. Some materials and supplies are furnished by Title I funds, others are furnished at the local level.
4. Over 200 pupils have been enrolled in the summer program, pre-school through sixth grade.
5. More than 25 car pools bring children to and from school each day.
6. A special milk program was initiated this year, partially funded through the summer lunch room program, which has been favorably supported by local parents.
7. The pupil-teacher ratio is lower in the summer program and this improves the instructional level in all areas.



Mrs. Patricia Ray's sixth grade boys are working on an individualized program in mathematics. They are reinforcing their learning of fractions by the use of S.R.A. Drill tapes. From center to right - Thomas Bolling, Montevallo; Philip Spain, Montevallo; Albert Jones, Dogwood Road; James Lucas, Wilton.



Miss Tinnie Mayweather's second graders Phyllis Moore of Montevallo and Rex Reed of Almont improve their reading skills through the use of System 80, a reading program by Borg-Warner Educational Systems.

The Special Milk Program is a very beneficial part of the daily activities and provides a pleasant break for the children. Second graders are enjoying a milk break: (first R.) Leslie Fomby, Aldrich, second R.) JOyce Stewart, Marie Crocker, Michele Readal, of Montevallo; (third R) Mrs. Barbara Milstead, Montevallo; Larry Sexton, Spring Creek; Michael Staggs, Montevallo; Mary Chism, and Veeta Davis, Almont. (Fourth R.) Steve Allen, Montevallo; Willie Sailes, Evansville; and Andrew Cathey, Montevallo.

Learning is fun at Vincent school

BY LILLIAN VANN

VINCENT — Going to school is fun for most of the 389 students at Vincent Elementary School in Shelby County.

"We try to make it fun for all students, but I would hesitate to say we accomplish it 100 per cent," said Principal Calvin Smith.

Principal for the past six years at Vincent Elementary, Smith has operated school on the theory that disadvantaged children needed the best the school could offer as well as children from wealthier homes.

People who had known him since his father was a principal in the town of Vincent and he was a student, shook their heads at some of the new approaches but finding the three "R's" were reinforced by Smith's unorthodox ideas, they accepted the innovations.

Makes every penny count

Taking advantage of every penny of federal aid to education, Smith has applied successfully for funds for new equipment, additional faculty and modernization of the facility.

A formerly black school, the Vincent Elementary School has an enrollment this year that is 67 per cent white. Its 21 classrooms, library, reading laboratory and kitchen are all air conditioned.

One teacher is provided for every 23 or 24 students, a better teacher-pupil ratio than can be found in most Alabama schools.

Movable walls and carpeting provide the setting for an ungraded approach to learning with variable scheduling of classes and multi-level grouping, team teaching and special education classes.

Variable scheduling allows students to rotate subjects at the early morning hours when he is freshest. Multi-level grouping allows a child to move ahead through the elementary work at his own pace.

An exceptionally good student could accomplish three years work in two or a child who was a slow starter could spend more time on the beginning work without being held back in a grade.

While some of the Vincent students can move ahead at an accelerated rate, many of them need individualized help. About 23 students, ages eight to 14, are mentally retarded but these students are being educated and trained in a special education wing, joining other students for physical education and student activities.

The special education students have a music room, sewing center and cooking classes in addition to the basic elementary courses.

A reading laboratory has the latest equipment for students with reading problems. There are 12 individual study carrels where students can use equipment under supervision to improve speed of reading and comprehension.

In addition to mechanized readers with viewing screen and synchronized sound tape, to be operated by the student, there is equipment to teach word and sentence reading, rapid reading, to tell stories and then ask questions, and a language master that allows a student to record his voice and play it back to compare with the master voice.

One teacher and an aide work with 15 students at the time in the reading lab. Nearly 600 books of especial interest to students and planned to reinforce the learning of the reading lab are on loan from the reading lab to students.

5,000 books in library

About 5,000 books are shelved in the school's main library, nearly enough to meet standards for accreditation with the Southern Association of Colleges and Schools.

The library is equipped with a wireless system so students can wear cordless earphones to listen to recordings — music, stories, etc.

Each student at Vincent has library time once a week and is encouraged by all his teachers to try different kinds of literature, not just all fiction.

The school has two physical education instructors, one for boys and one for girls. Tumbling, gymnastics and rhythm are taught as well as organized sports.

Sold on idea

Smith is sold on the idea that the child must not be allowed to fail the first grade. He said statistics indicate that 90 per cent of all students who failed or repeated the first grade became dropouts before finishing high school.

The gym, a full size one with dressing rooms and laundry rooms, has special equipment including tumbling mats, parallel bars, low balance beam, ladder climb and horizontal ladder.

A foreign language lab will be opened at Vincent after the first of the year, probably French.

One ambitious teacher, to give students a feeling for a foreign phrase, recently tried to teach them to say "thank you" in French — "Merci vous."

Listening Pam Allen, left, and Tina Bearden, two students at Vincent Elementary School in Shelby County find System 80 as much fun to operate as a new game or the family television set and they are actually improving their reading ability at the same time. By the time a student finished the fifth grade, he should be reading 400 to 500 words a minute. Slow readers can speed up their reading ability as much as a year and one-half by work in the reading lab, educators say.

Summer sessions for Helena school

By Vicki Benson

In past summers, Helena Jr. High School has stood deserted, not to be opened until September. If you visit it this summer, however, you will find it swarming with children and alive with brightly colored bulletin boards. The reason for this activity is that Helena is offering a summer school for the first time.

Fifty-three students are enrolled this year, ranging from pre- schoolers up to sixth graders. The pre- school children are taught by Mrs. Margaret Booth. This class is especially for children unable to have a kindergarten background. Mrs. Sue Acton has the first, second, and part of the third grades. A bulletin board featuring a gigantic "bookworm" encourages the children to read more.

Mrs. Jane Holmes' classroom is highlighted by the art work of her third, fourth, fifth, and sixth graders. To stimulate creativity, the children participated in an activity in which the television was turned on with no sound and the children were asked to guess what was happening. The subjects upon which the students concentrate most are math and reading.

Classes begin each morning at 8:00 and last until 11:30. At 11:00 there is an activities period for art, music, and other things. Every Friday during the activities period the students put on a program featuring skits, songs, or choral readings. In one skit the students interpreted book characters. Mr. Billy Wayne Bramblett, principal of Helena Jr. High School, says that there has been unusually good attendance from the parents.

It is being financed by Title I federal funds. Bramblett hopes that it will become a permanent thing. The teachers all agree that the purpose of the school is to work with each child on his own grade level. "We are trying to make learning enjoyable," they say. Much audio visual material is used for this. Mrs. Acton says that, "One advantage of summer school is that there is a smaller group. Teachers can spend time on individual weaknesses."